



# State of New Jersey

2014-15

23-1170-090

IRWIN ELEMENTARY SCHOOL  
71 RACETRACK ROAD  
EAST BRUNSWICK, NJ 08816

## OVERVIEW

MIDDLESEX

EAST BRUNSWICK TWP

GRADE SPAN KG-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

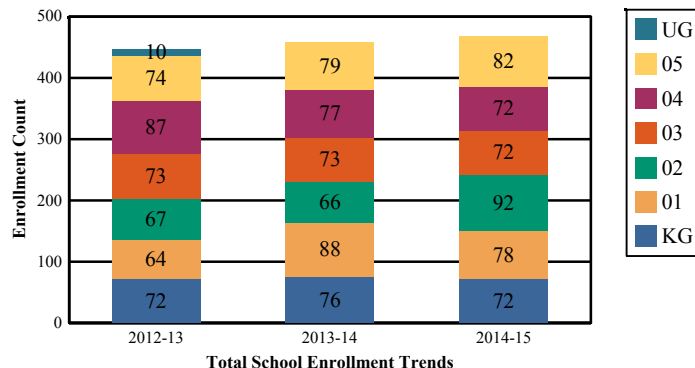
**DEMOGRAPHIC INFORMATION**

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**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.

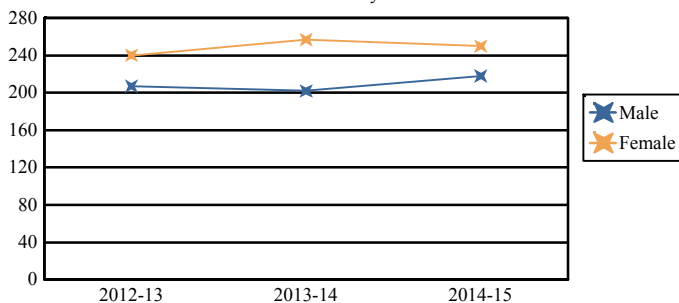


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	447
2013-14	459
2014-15	468

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.

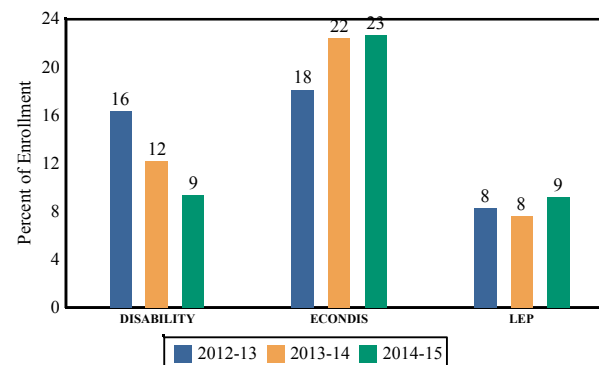


	Male	Female
2012-13	207	240
2013-14	202	257
2014-15	218	250

GRADE SPAN KG-05

**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

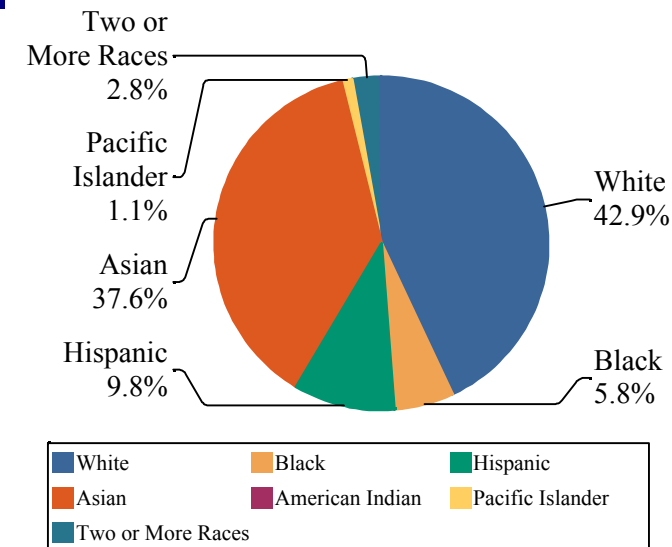


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	44	9%
Economically Disadvantaged Students	106	22.7%
English Language Learners	43	9.2%

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**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	44.3%
Arabic	15.5%
Chinese	6.4%
Korean	4.9%
Spanish	4.9%
Tamil	4.2%
Other	19.9%

#### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	67%	75	76
Math Met or Exceeded Expectation	61%		

#### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	205	66.8%	95%	98.7%	YES
White	80	61.3%	95%	97.7%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	92	78.2%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	46	39.1%	95%	96.1%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	205	61.4%	95%	98.7%	YES
White	80	53.8%	95%	97.7%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	92	78.2%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	46	37%	95%	96.2%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



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2014-15

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	757	744	5%	16%	25%	44%	10%	54%	44%
White	23	750	753	9%	22%	17%	43%	9%	52%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	29	772	769	3%	3%	24%	55%	14%	69%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	16	742	724	6%	38%	19%	31%	6%	38%	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	774	751	1%	1%	17%	48%	32%	80%	52%
White	25	765	758	4%	0%	32%	40%	24%	64%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	33	780	773	0%	0%	9%	55%	36%	91%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	12	761	734	0%	8%	33%	42%	17%	58%	31%

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	75	760	751	3%	9%	23%	59%	7%	65%	53%
White	32	759	757	3%	9%	22%	63%	3%	66%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	30	767	771	3%	3%	20%	60%	13%	73%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	12	731	723	17%	25%	25%	33%	0%	33%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	740	734	0%	28%	44%	28%	0%	28%	31%



**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	766	746	0%	10%	20%	48%	23%	70%	46%
White	23	763	752	0%	13%	17%	57%	13%	70%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	29	780	772	0%	0%	14%	48%	38%	86%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	16	748	730	0%	25%	25%	50%	0%	50%	26%

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**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	763	744	0%	7%	26%	55%	12%	67%	42%
White	25	753	749	0%	8%	40%	44%	8%	52%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	33	771	769	0%	9%	12%	64%	15%	79%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	12	753	730	0%	8%	50%	42%	0%	42%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	75	751	744	7%	8%	36%	39%	11%	49%	42%
White	32	748	749	6%	3%	47%	38%	6%	44%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	30	765	768	3%	3%	23%	50%	20%	70%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	12	720	724	42%	0%	42%	17%	0%	17%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	18	734	731	11%	22%	44%	17%	6%	22%	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

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**NJASK Results - Science Grade Level - 04**

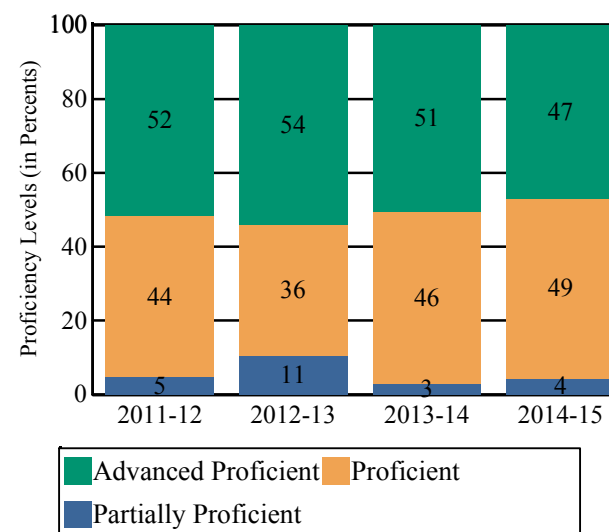
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	47%	49%	4%
White	39%	54%	7%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	59%	38%	3%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	38%	62%	0%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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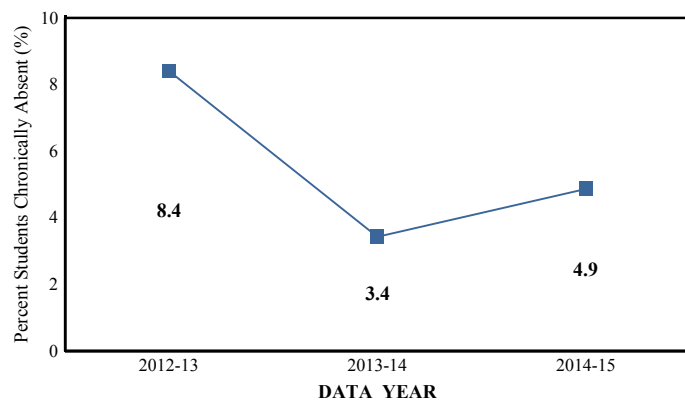
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

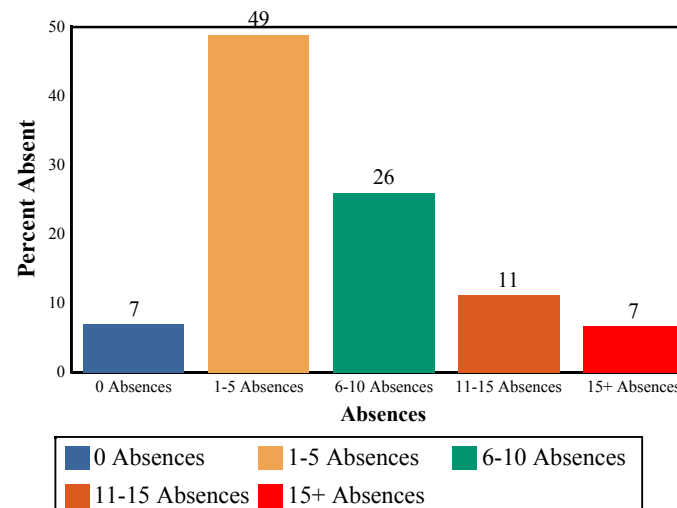


**Chronic Absenteeism for 2014-15**

**4.87%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



#### STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	57	63	70	35	YES
Student Growth on Math	61	69	75	35	YES
		66	73		100%

#### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	4%	2%	0%
Approached	7%	8%	4%
Met	10%	21%	23%
Exceeded	1%	6%	13%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	6%	1%	0%
Approached	12%	10%	9%
Met	7%	15%	25%
Exceeded	0%	0%	11%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

#### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	788	770
50th	755	743
25th	730	715
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	845	850
75th	792	767
50th	767	745
25th	745	722
0th	709	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	45



### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	837	850
75th	795	773
50th	773	750
25th	755	728
0th	698	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

#### Grade Level - 05

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	780	773
50th	761	751
25th	742	728
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	781	764
50th	764	742
25th	744	721
0th	706	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	771	763
50th	751	743
25th	736	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	40

## SCHOOL CLIMATE

MIDDLESEX

EAST BRUNSWICK TWP

## State of New Jersey

2014-15

GRADE SPAN KG-05

23-1170-090

IRWIN ELEMENTARY SCHOOL

71 RACETRACK ROAD

EAST BRUNSWICK, NJ 08816

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.0%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	14
Administrators	468

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	BERGENFIELD BORO	LINCOLN ELEMENTARY SCHOOL	03-0300-070	PK-05	27.7%	5.5%	20.4%
BURLINGTON	DELRAN TWP	DELRAN INTERMEDIATE SCHOOL	05-1060-015	03-05	24.3%	3.6%	19.2%
BURLINGTON	MOORESTOWN TWP	MARY E. ROBERTS ELEMENTARY SCHOOL	05-3360-100	KG-03	26.9%	6.2%	18.2%
BURLINGTON	MOUNT LAUREL TWP	FLEETWOOD ELEMENTARY SCHOOL	05-3440-045	PK-04	20%	3.6%	12.2%
BURLINGTON	MOUNT LAUREL TWP	PARKWAY ELEMENTARY SCHOOL	05-3440-065	KG-04	18.1%	3.6%	11.4%
CAMDEN	CHERRY HILL TWP	KINGSTON ELEMENTARY SCHOOL	07-0800-110	KG-05	26.2%	7.7%	15.8%
CHARTERS	HOLA HOBOKEN DUAL LANG CS	HOBOKEN DUAL LANGUAGE CHARTER SCHOOL	80-6036-921	KG-06	11.7%	0%	6.2%
GLOUCESTER	WASHINGTON TWP	BIRCHES ELEMENTARY SCHOOL	15-5500-027	01-05	23.3%	0%	21.5%
GLOUCESTER	WOODBURY HEIGHTS BORO	WOODBURY HEIGHTS ELEMENTARY	15-5870-050	KG-06	20.9%	0%	18.6%
HUNTERDON	FLEMINGTON-RARITAN REG	ROBERT HUNTER ELEMENTARY SCHOOL	19-1510-050	KG-04	25.1%	5.7%	15.7%
MERCER	HAMILTON TWP	SAYEN ELEMENTARY SCHOOL	21-1950-240	PK-05	15.1%	0.4%	10.7%
MERCER	HAMILTON TWP	YARDVILLE HEIGHTS ELEMENTARY SCHOOL	21-1950-270	PK-05	20.9%	2.1%	15.8%
MERCER	PRINCETON REGIONAL	JOHNSON PARK SCHOOL	21-4255-070	PK-05	23.9%	3.7%	17.1%
MIDDLESEX	EAST BRUNSWICK TWP	IRWIN ELEMENTARY SCHOOL	23-1170-090	KG-05	22.7%	9.2%	9%
MIDDLESEX	EDISON TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-1290-104	KG-05	12.1%	0%	8.1%
MIDDLESEX	OLD BRIDGE TWP	JAMES A. MCDIVITT ELEMENTARY SCHOOL	23-3845-108	KG-05	21.3%	5.7%	12.4%
MIDDLESEX	OLD BRIDGE TWP	RAYMOND E. VOORHEES ELEMENTARY SCHOOL	23-3845-140	KG-05	20.8%	0%	17.9%
MIDDLESEX	SOUTH BRUNSWICK TWP	BROOKS CROSSING ELEMENTARY SCHOOL	23-4860-085	KG-05	13.5%	3.3%	5.9%
MIDDLESEX	SPOTSWOOD BORO	E RAYMOND APPLEBY ELEMENTARY SCHOOL	23-4970-050	02-05	19%	1.5%	14.2%
MONMOUTH	FREEHOLD TWP	LAURA DONOVAN SCHOOL	25-1660-026	KG-05	22%	6.2%	12.6%
MONMOUTH	HAZLET TWP	LILLIAN DRIVE SCHOOL	25-2105-085	01-04	22.3%	5%	14.4%

**SCHOOL PEER GROUP**

**MIDDLESEX**

**EAST BRUNSWICK TWP**

**GRADE SPAN**

**KG-05**

**IRWIN ELEMENTARY SCHOOL**

**71 RACETRACK ROAD**

**EAST BRUNSWICK, NJ 08816**

MONMOUTH	MIDDLETOWN TWP	HARMONY ELEMENTARY SCHOOL	25-3160-095	PK-05	18.3%	0.4%	16.2%
MONMOUTH	MIDDLETOWN TWP	LEONARDO ELEMENTARY SCHOOL	25-3160-110	KG-05	18.4%	3%	11.6%
MORRIS	ROCKAWAY TWP	DENNIS B O'BRIEN ELEMENTARY SCHOOL	27-4490-025	PK-05	15.2%	0%	12.6%
OCEAN	BARNEGAT TWP	JOSEPH T. DONAHUE ELEMENTARY SCHOOL	29-0185-080	KG-05	29.8%	0.4%	30.5%
OCEAN	BRICK TWP	MIDSTREAMS ELEMENTARY SCHOOL	29-0530-060	KG-05	20.2%	0%	17.7%
OCEAN	JACKSON TWP	ELMS ELEMENTARY SCHOOL	29-2360-035	PK-05	13.7%	0%	8.7%
OCEAN	LACEY TWP	CEDAR CREEK ELEMENTARY SCHOOL	29-2480-040	KG-04	21%	0%	19%
UNION	ROSELLE PARK BORO	SHERMAN ELEMENTARY SCHOOL	39-4550-090	KG-05	26.2%	13.1%	9%
WARREN	HACKETTSTOWN	WILLOW GROVE ELEMENTARY SCHOOL	41-1870-090	KG-04	26.7%	12.3%	10.2%
WARREN	WASHINGTON TWP	PORT COLDEN SCHOOL	41-5530-050	01-03	19.5%	0%	17.9%